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ABSTRACT

A final report is presented on a summer institute designed to introduce teachers to concepts and techniques for understanding and addressing problems of school climate and teacher stress at four levels: (1) the individual professional; (2) the school arena; (3) the classroom; and (4) the individual student. Sections of this report present information on the summer institute's rationale and outcomes, summer and fall program activities, institute staff, participant evaluation and pre-/post-test results, external evaluation, implementation activities and school climate study, and a final budget summary. Also described are sessions focusing on identifying factors that contribute to stress, coping with stress, realizing the impact of stress on personal and professional life, cooperating with colleagues to reduce stress factors, and techniques for dealing with disruptive students. Appendixes include: (1) participants' daily program evaluations for the 10 summer sessions and 5 fall follow-up sessions; (2) copies of the external evaluator's preliminary and final reports; (3) copies of the implementation activity and response formats; and (4) a final budget summary. (JD)

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ED225953

FINAL REPORT
OF THE OHIO TEACHER INSTITUTE,
"SCHOOL CLIMATE AND TEACHER STRESS,"
1980-81

College of Education
The University of Toledo

and

Springfield Local Schools (Lucas County)
Holland, Ohio

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March, 1981

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Enclosure: Summer, Fall and Released Half-Day Programs	

This final report of the Ohio Teacher Institute, "School Climate and Teacher Stress," an inservice education activity for Springfield Local Schools (Lucas County) supported by a grant from the Ohio Department of Education to the College of Education, The University of Toledo, contains the following parts: (1) Institute Rationale and Objectives, (2) Summer and Fall Program Activities, (3) Institute Staff, (4) Participants' Daily Evaluations and Pre-/Post-Test Results, (5) External Evaluator's Reports, (6) Implementation Activities and School Climate Study, and (7) Final Budget Summary.

Institute Rationale and Outcomes

School climate is related directly both to cognitive achievement and to affective development; its improvement is counted among every school's worthiest goals. In Springfield Township, identified school personnel, students, parents and other community members have ascribed explicit significance to that improvement.

At the same time, the frenzy of change is all dimensions of life and at all levels of human interaction has exacerbated a need for quality schooling while rendering professional educators in all roles increasingly impotent. The future promises more, not less, change and concomitant stress in many areas of local enterprise.

This institute was designed to introduce participants to concepts and techniques for understanding and addressing problems of school climate and teacher stress at four levels: (1) the individual professional, (2) the school arena, (3) the classroom, and (4) the individual student.

As a result of Institute activities and experiences, each participant would:

1. Demonstrate understanding of stress and its relationship to human behavior and identify factors which contribute to stress in his/her personal-professional life and in the lives of students;

2. Explore a variety of coping strategies:

   * Clarifying beliefs, values, expectations and goals,

   * Developing supportive relationships,

   * Managing time,

   * Developing verbal and non-verbal skills to enhance communication with students, parents, and colleagues,

   * Selecting satisfying "time out" activities,

   * Setting realistic performance expectations. and

   * Developing effective techniques for managing student behaviors,

   and plan, implement, and assess a strategy for coping with identified stress;

3. Utilize understanding of relationships between stress outcomes and:

   * Self-concept,

   * Professional needs and competence,

   * Social change and its implications,

   * School climate and discipline,

   * Work style,

   * Interpersonal skills,

   and plan, implement and assess a strategy or activity for enhancing classroom affect;

4. Cooperate with building colleagues to plan, implement, and assess a strategy for improving an identified dimension of school climate; and

5. Identify a disruptive student and, using several sources including one or more home visits, develop a case study and, with student and parents/guardians, plan, implement, and assess an intervention strategy.

In addition, it was anticipated that the Institute would facilitate initiation of a more comprehensive improvement of school climate through personnel development which also is the focus of a federally-funded Teacher Corps project.

Summer sessions allowed each Institute participant opportunities to explore several dimensions of school climate and teacher stress. Presentations by Institute Staff included:

* "Teacher Stress and Student Stress -- An Overview"
* "Identifying Sources of Stress"
* "Self-Concept Theory -- Some Classroom Applications"
* "Stages of Professional Development -- The Onion Construct"
* "Elements of School Climate -- Some Suggestions for Change"
* "Working Together to Solve Discipline Problems -- The Schools and the Courts"
* "It's Not What you Say..."
* "Changing Frameworks for Schooling"
* "Learning to Cope -- Basic Principles"
* "Warm Fuzzies -- Giving and Getting"

The sessions also included a wide variety of other large- and small-group and individual activities:

* Administration and Discussion of Inventories:
  - -Teaching Events Stress Inventory
  - -Holmes-Rahe Social Readjustment Inventory
  - -Wellness Inventory
  - -Individualized In-Service Inventory
  - -Schooling Frameworks Inventory
* Stress Sociodrama
* Role-playing Self-Concept Activities
* Self-awareness Pairings
* Support Group Investigations
* Home Visit Simulation

* Viewing and Discussion of Films:
  - "With Such As These"
  - "The Time of Your Life"
  - "Future Shock"
  - "Last Hour Clash"

* Student and Community Panels

* Instructional Materials Display

* Small-groups:
  - "Wholistic Health"
  - "You and Your Lifeline"
  - "Creative Classroom Management"
  - "Meditation"
  - "Time Management Techniques"

* Individualized Assigned Readings

* Individual and Group Planning of "Implementation Activities"

* Pre-/Post-Test Administration

Fall follow-up included: (1) five Monday evening sessions from September 29 through October 27, 1980, for Institute participants, (2) a half-day released time session for all Springfield Staff on Monday, November 10, 1980, and subsequent building visitations, and (3) a variety of responses to individual participant reports from October, 1980, through February 28, 1981.

Fall presentations included:

* "'Centering' and Progress with Stress Coping Strategies"

* "What is School Discipline?"

* "The Law and School Discipline Policies"

* "School Climate, Individual Differences and Learning Styles"

* "Working with Parents"

* "School Discipline: A Home-School Model"

Sessions also included these activities:

* Group Centering Activities

* Building School Climate Reports

* Community Panel

With additional support both from Springfield Local Schools and Lucas County Schools, a half-day released time for all Springfield Staff followed by a day of visits to all five district schools was made possible. A Summer staff/consultant presenter to whom Institute participants had responded most positively made a presentation for the entire staff. At the same time, seven school representatives made short reports which assessed progress with school and district activities planned during the Summer. Then, in the company of the Director, the consultant made visits to each school in the district on the following day to discuss progress with plans made by individual Institute participants.

Finally, the Institute Director has responded in person and in writing to over 150 written participant assessments of activities implemented as a result of Summer training and planning.

Institute Staff

The Institute Proposal was written and submitted by Joan D. Inglis, Professor, and James R. Gress, Associate Professor, The University of Toledo, with assistance from Ralph B. Carroll, Director of Federal Programs, Springfield Local Schools.

Staff for the Summer Sessions were:

Jack F. Ahern
Professor of Elementary Education

Jerry E. DeBruin
Professor of Elementary Education

James R. Gress
Associate Professor
Curriculum and Instruction

Peggy Motsch
Assistant Professor of Guidance
and Counselor Education

Eugene Wysong
Professor of Guidance and
Counselor Education

Other Consultants

F. Hanoch McCarty
Cleveland State University

Charles Galloway
Ohio State University

Pamela Noli, Principal*
Howard Elementary School
Madera, California

Judge Andy Devine
Lucas County Juvenile Court

Judy DuShane, Consultant
Judy Paluck, Consultant
Lucas County Schools

Community Panel:
Ruth E. Smith, President
Springfield Board of Education

Caroll Anderson
Ralph Borror
Classie Robinson
Jo Hutchinson
Springfield/University of Toledo
Teacher Corps Community Council

Panel of Springfield Students:
Gary Drinkwater (Junior High)
Carmon Frye (Junior High)
Tony Gardner (Holland)
Stuart Holloway (High School)
Rusty Howard (Crissey)
Susan Marthisius (High School)
Holly Nitsche (High School)
Tammy Nohl (Crissey)
Teresa Schaechterle (Junior High)

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*Dr. Noli's visit was made possible through The University of Toledo/ Springfield Local Schools Teacher Corps Project.

Staff for Fall Activities were:

University of Toledo Faculty

Martha E. Carroll
Associate Professor of Special Education

James R. Gress
Associate Professor
Curriculum and Instruction

Robert N. Wendt
Associate Professor of Guidance
and Counselor Education

Other Consultants

Judy DuShane, Consultant
Lucas County Schools

Donald C. Prentiss, Principal
Springfield High School

W. Fred Dais, Principal
Springfield Junior High School

Pamela Noli, Principal*
Howard Elementary School
Madera, California

Community Panel:
Ruth E. Smith, President
Springfield Board of Education

Sally Crowell
Classie Robinson
Paul Laffartha
Carol Anderson
Paul Czerwinski
Jo Hutchinson
Springfield/University of Toledo
Teacher Corps Community Council

The External Evaluator was Edward J. Nussel, Associate Dean for Academic Affairs, College of Education, The University of Toledo. Institute Director was James Gress.

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*Dr. Noli's return visit was made possible through Springfield Local Schools and Lucas County Schools.

Participants' Daily Evaluations and Pre-/Post-Test Results

Summaries of the participant daily program evaluations for the ten Summer training sessions and five Fall follow-up sessions are included as Appendix A. In general, participants responded positively to very nearly all Summer activities. The most positive responses ($\bar{x}$ = 5.50+ on a 1-6 scale) were for:

1. Dr. McCarty's presentation;
2. Dr. Ahern's initial presentation;
3. Dr. Noli's presentation (unanimous response);
4. Judge Devine's presentation;
5. Dr. Galloway's presentation;
6. Increasing overall awareness;
7. Pot-luck luncheon;
8. Organization, materials and logistics.

Responses also were generally positive for Fall presentations though they were less positive for some evening activities. Initially, responses were less positive from some participants about the prospect of making home visits.

A twenty-five item multiple-choice/short answer completion pre-test was administered at the beginning of the Summer sessions. An alternative version post-test was administered following Summer training. The tests measured both knowledge/understanding and attitude with respect to Institute content. For the pre-test, participants' mean score was 12.04 (48%) within a 7-18 range. For the post-test, the mean score was 17.94 (72%) within a 13.5-23 range, for a net gain of about 50%.

External Evaluation Reports

Appendix B includes copies of the External Evaluator's preliminary

and final reports. These reports confirm the findings of the daily evaluations and test measures. Two additional findings deserve comment here. First, additional examination of issues and school policies related to discipline is being carried out via school and community activities sponsored by The University of Toledo/Springfield Local Schools Teacher Corps Project, and it is anticipated that a Home-School Discipline Model will result. Secondly, follow-up activities which provide individual assistance to participants delivered at school sites (as some fall follow-up did provide) probably is more effective than whole-group activities conducted after school hours.

Implementation Activities and School Climate Study

As elaborated in the statement of Institute Outcomes above, Institute participants planned four kinds of activities which have since been implemented and assessed. In addition, a follow-up study of school climate issues identified in the needs assessment on which the Institute proposal was based in part has been completed.

Appendix C includes copies of the Implementation Activity and Response formats. Written reports from participants describe plans for those activities and summarize participant assessments of outcomes.*

Forty-seven participants reported success with strategies to eliminate or overcome identified stress related both to school (students who are unprepared, apathetic, disorganized, disruptive, and underachievers; colleagues who are negative; parents; paperwork and other demands on time) and to personal matters (overweight, lack of self-confidence, lonliness, money

*The written reports are available from the College of Education, The University of Toledo.

problems, and home responsibilities). Reported strategies most frequently employed were restructuring reward systems, clarifying expectations, using support groups, taking positive initiatives and organizing/planning.

Ten successful building and district-wide school climate activities were reported:

1. Initiation of a monthly school assembly program to reward students with "good behavior" records;
2. Teacher committee-initiated investigation of special education placement criteria;
3. A building-wide Uninterrupted Sustained Silent Reading program;
4. A faculty recognition bulletin board;
5. Formation and use of a district-wide support group for elementary teachers;
6. A weekly after-school building TGIF get-together in one school;
7. A weekly pre-school TGIF coffee/donuts get-together in another school;
8. A building "Secret Pal" support system at the High School;
9. Regularly-scheduled faculty sports/recreation events;
10. A central office resource arrangement for "substitutes" for teachers needing assistance in implementing any Institute Implementation Activity.

Forty-one participants planned and implemented successfully in their respective classrooms a series of lessons to enhance student self-concept and improve classroom affect. Most lessons were based on material from one or more of the following sources:

Canfield and Wells, 100 Ways to Enhance Self-Concept in the Classroom (Prentice-Hall, 1976);

Howe and Howe, Personalizing Education (Hart, 1975).

Abruscato and Hassard, Loving and Beyond: Science Teaching Activities (Goodyear, 1976);

Chase, The Other Side of the Report Card (Goodyear, 1975);

DeBruin, Touching and Teaching Metrics (Good Apple, 1978). Teachers also used individually selected materials from the ABC Center (Toledo, Ohio) for which the Institute arranged partial payment.

Finally, thirty-three teachers have reported success in working with an identified "disruptive" student. In each instance, a case study of the student's school history was undertaken, a home visit was made as was an investigation of school-related problems, and a student-parent-teacher "contract" for altering "disruptive" behaviors was made and carried out. Some teachers have made other home visits for similar reasons during this school year as well.

Finally, it can be reported that, in general, awareness of school climate issues has increased and perception of school climate needs has become more positive. In addition to Institute efforts, publicity provided by local televisions new coverage (Channel 11) and reports in the Toledo Blade, the Anthony Wayne Herald and The Key (a local advertising newspaper), have increased both school and community awareness. A recent study of school climate in Springfield Local Schools reports more positive staff perceptions.* In particular, the follow-up study found perceived improvements in originally identified needs, including student goals, student attitudes, staff responses to individual student differences, school discipline policies and procedures, staff morale, and home-school communication.

Final Budget Summary

Appendix D contains a report of Final Expenditures and accompanying statement. of the $21,337.00 granted the College of Education for the Institute, a balance of $816.09 remains. (Appendix D has been excluded in reproduction.)

*The University of Toledo/Springfield Local Schools Teacher Corps Project, "School Staff Perceptions of Changes in 'School Climate,' December, 1979-December, 1980" (Toledo, Ohio: The Project, January, 1981).

Appendix A
DAILY PROGRAM EVALUATION SUMMARIES

Response Scale: 6 = Strongly Agree
5 = Mostly Agree
4 = Somewhat Agree
3 = Somewhat Disagree
2 = Mostly Disagree
1 = Strongly Disagree

Monday, June 16th

Item	% Responses 6	5	4	3	2	1	X
1. Registration/admissions tasks were not unnecessarily bothersome.	50.0	33.3	6.2	6.2	4.3	-	5.19
2. The library facilities were comfortable and accommodating.	46.9	38.8	10.3	2.0	2.0	-	5.27
3. Necessary materials were in good order.	64.4	31.1	4.5	-	-	-	5.60
4. The getting acquainted activity and introductions were interesting and valuable.	12.5	31.3	20.8	16.7	6.2	12.5	3.90
5. Dr. Gress' overview was helpful.	27.1	41.6	25.0	2.1	2.1	2.1	4.83
6. Arrangements for lunch were easily made.	44.9	32.7	18.4	-	4.0	-	5.15
7. Dr. McCarty's presentation was interesting and informative.	95.7	4.3	-	-	-	-	5.96
8. The film, "With Such As These," was worthwhile.	45.2	23.8	16.7	4.8	7.1	2.4	
9. Overall, It's been a good day.	51.1	40.0	8.9	-	-	-	5.42

Additional Comments:

Enjoyed the speaker. Would like to hear him again sometime, or attend one of his workshops.

Too much time spent getting going.

Dr. McCarty should be brought back for everyone!

Excellent speaker!

Fantastic speaker!!!

Dr. McCarty: Great presentation! Could we have him again in the fall?

Dr. McCarty was fantastic! Please invite him back for more workshops.

Can't comment on film. Dr. McCarty's presentation was super!

Good first day!

Super!

We'd like to have Mr. McCarty for the whole staff in September. I think this would be the most beneficial thing Teacher Corps could do for the entire staff. He would be (and is) fantastic!

Hope all of the speakers are as good!

I would like to have Dr. McCarty return for a longer workshop -- great help, fantastic!

Speaker Dr. McCarty was superb. His words really hit home. I'd like to hear him again -- perhaps in a stress workshop for all Springfield teachers--very practical advice.

Dr. McCarty was fantastic! Want him back SOON!

The speaker, Dr. McCarty was super!! Really related to people...good helps. Let's have him again for a longer workshop.

I thought we'd never get started today. Quit flicking those damn lights for our attention. Very degrading. I don't do that to kids!

Tuesday, June 17th	% Responses						
Item	6	5	4	3	2	1	$\bar{X}$
1. Dr. Motsch's presentation was interesting and informative.	7.0	34.9	51.2	2.3	2.3	2.3	4.35
2. The teacher stress inventory and exercise was informative and useful.	-	32.6	53.5	9.3	2.3	2.3	4.12
3. The fantasizing and sharing activity was interesting and useful.	6.8	22.7	29.5	27.3	11.4	2.3	3.79
4. Dr. Motsch's "socio-drama" session was interesting and helpful.	Not Applicable						
5. Lunch[illegible]n arrangements are proving to be satisfactory.	45.2	23.8	16.7	4.8	7.1	2.4	4.88
6. The film, "With Such As These," was worthwhile.	4.7	20.9	23.3	20.9	14.0	16.2	3.33
7. Overall, it's been a good day.	4.8	40.5	38.1	14.3	2.3	-	4.31

Additional Comments:

If I were a parent watching that film, I would never send my children to school. Many parents take everything that they see on film as low. I felt that a discussion on the orgins and effects of that film was in order.

People should sit wherever they feel comfortable sitting.

I understand that a lot of today's discussion was theory, but I don't think I "learned" as much. To change seats everyday can be stressing for many.

I'm tired and uncomfortable about talking over my problems beyond my personal friends. My building has provided me with many sources of negative feedback from my peers (my boss is very positive), and I don't like to reveal my personal self to anyone from there. Don't share this aloud, and please consider that under other conditions I'd enjoy Peggy's techniques more.

Our group went to Max & Erma's for lunch (eight of us). When we went to pay our bill we were told the bill was "on the house"--a former student of Springfield is one of the managers. A good stroke; I enjoyed the day.

What will the role of the interns be in the workshop? Couldn't they pass out papers, move from group to group, volunteer more often? Or are they supposed to be outsiders, observers???

Dr. Motsch was very good at avoiding answering direct questions that were asked, especially in the morning sesison. Most of her statements began with "I think" or "maybe" as if her knowledge on this topic was based mostly on textbook information.

My attention span is much better in the a.m. ...especially on sunny days. I'm really a kid at heart.

Enjoyable day. Possible to have discussed the film and alternative solutions if any exists in our society today. Well prepared lecture but some stress showing in a.m. session.

Wednesday, June 18th	% Responses						
Item	6	5	4	3	2	1	$\bar{X}$
1. Dr. Ahern's initial presentation was informative and interesting.	80.5	12.2	2.1	2.1	2.1	-	5.63
2. The morning group activities were enjoyable and meaningful.	51.3	33.4	5.1	5.1	5.1	-	5.21
3. The afternoon group activities were enjoyable and meaningful.	39.0	29.3	19.5	9.8	-	2.4	4.90
4. The program makes Institute objectives, the daily format, implementation activities, and summer session requirements clear.	32.5	35.0	30.0	2.5	-	-	4.98

Item	% Response 6	5	4	3	2	1	$\bar{X}$
5. The logs provide an effective opportunity for interaction.	20.0	40.0	30.0	5.0	2.5	2.5	4.63
6. The coffee/tea/donuts arrangement is meeting my needs.	65.0	27.5	5.0	2.5	-	-	5.55

Additional Comments:

Enjoyed today's sessions. Good planning and organization.

Great!!

Great! Refreshing!

Jack is a sweetheart!

Jack Ahern is super! I was afraid he had forgotten where Springfield was. It's been so long since he's been here!

I liked today!

A very enjoyable day. I am having fun.

Thursday, June 19th

1. Dr. Ahern's demonstration was interesting and useful.	29.3	43.8	17.1	7.3	2.6	-	4.90
2. Dr. Ahern's handouts about teaching resources are useful.	48.8	41.6	6.4	3.2	-	-	5.36
3. Dr. DeBruin's morning presentation and activities were worthwhile.	14.6	14.6	36.6	24.4	2.5	1.3	3.87
4. Dr. DeBruin's "onion construct" is useful.	9.8	14.6	39.0	24.4	2.8	9.8	3.76
5. Afternoon group activities were worthwhile.	8.1	24.3	35.1	13.5	13.5	5.5	3.84
6. Books and other materials made available to participants are valuable.	48.8	39.0	9.8	2.4	-	-	5.34
7. My attitude towards the Institute is more positive now than it was last Monday morning.	15.0	35.0	15.0	20.0	10.0	5.0	3.40

Additional Comments:

I have a great deal of trouble accepting the "aura" theory! I think Dr. DeBruin was pulling our leg.

Some of the things we did could have been left out.

There have been good days and bad days. Monday and Wednesday were super. Tuesday and today weren't useful to me. Today was a stressful day!

I felt we were rushed, but I loved it. My kind of stuff--being creative, relaxed, awareness of senses, etc.

Too much material covered in one day. Became very stressful at times. Seemed rushed and glossed over due to too much material.

There was too much material to cover today. I felt rushed.

I felt like there was too much crowded into one day. Because of this, I can't see the practicality of today's activity. It also seems we are doing some things over.

I think it was too much of a good thing. It is very difficult at this point to be positive about anything. I am exhausted.

I had fun. Jerry DeBruin comes on strong. I talked with many teachers at lunch. They felt Jerry DeBruin caused them stress because he threw too much too fast. I felt Jerry was very sensitive, warm and interesting.

You should have asked me yesterday (whether or not my Institute attidude was positive). But, yes, overall, it is positive.

Wow! Two "heavy" speakers in a row is a bit much. It's difficult to get back into the swing of things after our long lunch hours.

It (my attitude) was positive Monday morning.

Friday, June 20th	% Responses						
Item	6	5	4	3	2	1	$\bar{X}$
1. Dr. Wysong's presentation was interesting and helpful.	16.2	27.0	37.8	5.4	10.8	2.8	4.24
2. The guidelines for working with disruptive students will be helpful.	14.3	40.0	25.7	11.4	8.6	-	4.40
3. The morning's activities were, on the whole, valuable.	18.9	37.8	24.3	5.4	10.8	2.8	4.40
4. Dr. Noli's presentation was interesting and informative.	100.0	-	-	-	-	-	6.00
5. The building group discussion of school climate issues was productive.	51.4	34.3	8.5	2.9	-	2.9	5.26

Item	% Responses 6	5	4	3	2	1	$\bar{X}$
6. I believe that our building's Institute group can do something positive to enhance the affective dimensions of school climate in the next school year.	36.6	43.9	19.5	-	-	-	5.17
7. I'm looking forward to next week's Institute sessions.	56.8	29.7	8.1	-	5.4	-	5.33

Additional Comment:

I had fun — productive week.

Monday, June 23rd

1. The film, "Future Shock," focused my awareness of social change.	24.5	38.8	30.6	4.6	2.3	-	4.72
2. Discussion of the film was productive.	-	45.0	34.4	22.2	-	-	4.29
3. The Holmes-Rahe Inventory and discussion was worthwhile.	10.0	36.0	40.0	14.0	-	-	4.42
4. The group work session to construct questions about discipline was productive.	17.9	33.3	43.6	5.2	-	-	4.64
5. I believe the planned student panel on discipline will be worthwhile.	30.0	22.0	26.0	22.0	-	-	4.60
6. Judge Devine's presentation was interesting and informative.	63.3	28.6	6.1	3.0	-	-	5.56
7. I can define the terms, stress and school climate.	34.7	46.9	14.3	4.1	-	-	5.12
8. I want to participate in a pot luck luncheon on Thursday.	44.4	16.7	22.2	16.7	-	-	4.99

Additional Comments:

I enjoyed the day. It was re-assuring that Judge Devine supports teachers.

Good Idea!

Judge Devine was super! Values, traditions--that's where it's all at.

Judge Devine's comments were well taken. I agree with most of what he says.

Good Day. A little warm!

Hot!!

A busy day. Often emphasized gloom and doom. Looking forward to tomorrow.

Another good day!

Judge Devine was right on with his comments. I enjoyed having him here.

It (pot luck) would be nice.

Tuesday, June 24th

Item	% Response 6	5	4	3	2	1	$\bar{X}$
1. The student panel was a worthwhile activity.	17.5	50.0	25.0	2.5	5.0	-	4.73
2. I learned something new from the student resource persons.	15.0	27.5	45.0	5.0	5.0	2.5	4.35
3. The group discussion of school discipline was interesting and effective.	10.9	40.5	40.5	2.7	2.7	2.7	4.46
4. Dr. Galloway's presentation was interesting and informative.	60.0	32.5	5.0	2.5	-	-	5.50
5. All in all, it's been a good day.	25.0	55.0	20.0	-	-	-	5.05

Additional Comments:

I have had a good day. Dr. Galloway is super.

Galloway, McCarty, Ahern -- all interesting, humorous, informative. They make learning fun!

Good day!

Interesting day with lots of items to sort out. Enjoyed the activities but am coming up with more questions than answers. Put my comment here (on this form because blue book is at home.

Wednesday, June 25th	% Response						
Item	6	5	4	3	2	1	$\bar{X}$
1. The community panel interaction and discussion was worthwhile and productive.	37.5	47.5	10.0	5.0	-	-	5.18
2. I would appreciate more opportunities for structured interaction.	21.2	39.5	26.3	10.6	2.4	-	4.67
3. The materials display is an asset to the Institute.	50.0	27.3	20.5	2.2	-	-	5.25
4. The "School Frameworks" inventory activity was useful.	11.4	47.7	31.8	6.8	2.3	-	4.59
5. Dr. Gress' presentation was interesting and informative.	11.6	55.8	23.3	-	9.3	-	4.50
6. My school group has had some positive and productive interaction in planning our implementation activity.	51.3	33.3	15.4	-	-	-	5.36
7. The "log" interaction has been meaningful.	39.0	31.7	19.5	7.3	2.5	-	4.97

Additional Comments:

I am unhappy that people who came to share their ideas with us (the student panel and community panel) were unceremoniously shoed out when it was time for us to resume (other activities).

I very much appreciate the chance to relate with our "leaders" via the panel.

I feel that the community panel should have been properly thanked. They seemed to be shoed off when finished with.

I appreciate how you are able to handle differences. Some of us speak up and others have good ideas but do not verbalize.

The room was pretty warm this afternoon!

Thursday, June 26th	% Response						
Item	6	5	4	3	2	1	$\bar{X}$
1. The initial presentation by Ms. DuShane and Ms. Paluck was interesting and informative.	25.0	47.2	27.8	-	-	-	4.97
2. The film, "The Time of Your Life," and following discussion was worthwhile.	-	70.6	29.4	-	-	-	4.71

Item	% Response 6	5	4	3	2	1	$\bar{X}$
3. The luncheon was super!	100.0	-	-	-	-	-	6.00
4. The first afternoon small group activity was enjoyable and productive. Check one: A. Wholistic health - DuShane B. Lifeline - Motsch C. Classroom Management - Paluck	34.3	45.7	17.1	2.9	-	-	5.11
5. The second afternoon small group activity was enjoyable and productive. Check one: A. Meditation - DuShane B. Fantasy Job - Motsch C. Time Management - Paluck	11.6	55.8	23.3	-	9.3	-	5.29
6. The recording, "Nothing," was meaningful.	55.9	25.0	9.1	-	-	-	4.97

Additional Comments:

Love it!

Judy DuShane did a super job. I had a good day!

Friday, June 27th

Item							
1. The external evaluation of the Institute sought relevant data.	28.9	48.9	17.8	4.4	-	-	5.02
2. The post-test was fair.	33.3	42.2	15.6	6.7	2.2	-	4.98
3. The presentation by Ms. DuShane was informative.	11.4	52.3	34.1	-	-	-	4.66
4. The presentations by Dr. Motsch were informative.	8.7	34.8	43.5	6.6	1.8	3.6	4.27
5. The "warm fuzzies" activity was meaningful.	16.7	33.3	21.4	16.7	4.8	7.1	4.19
6. The summer reading-writing assignment was productive and meaningful.	29.5	40.9	27.3	2.3	-	-	4.98

Item	% Response 6	5	4	3	2	1	$\bar{X}$
7. The implementation activities are reasonable.	20.9	53.5	25.6	-	-	-	4.95
8. Concern about grading has increased my stress level very much.	6.8	25.0	27.3	15.9	22.7	2.3	3.70
9. The Institute's summer sessions have increased my awareness and understanding of school climate.	57.1	35.7	7.2	-	-	-	5.50
10. The Institute's summer sessions have given me some useful ideas for coping with stress more effectively.	52.8	38.9	8.3	-	-	-	5.45
11. The Institute's summer sessions have given me some useful ideas for improving school climate.	57.6	27.3	12.1	4.0	-	-	5.43
12. The Institute's summer sessions have given me a more positive attitude toward myself and my profession.	64.7	26.5	2.8	-	-	-	5.56

Additional Comments:

I really enjoyed these last two weeks! It really got me fired up. I hope I can still feel this way in the fall. Jim, you did a great job!

Though I am tired, the boost I have received far exceeds my fatigue.

I realize teachers have to be the most critical students; don't take this personally but a suggestion: shorter sessions. I need time for me. When I get home at 4 o'clock, household duties take precedence. How about 9-2 or 8-1?

Enjoyed it!

We should have had a clinical psychologist talk with us.

It was a terrifically worthwhile in-service program and, to think of it, I almost missed it.

We should have had a school psychologist or psychologist speak to us on self concept. How about this for fall?

I had a good two weeks. I had my mind made up before I came: I would enjoy myself; I would have fun, and I would learn. Lots of friends were made from the five buildings -- this was important to me.

I would like to have heard a child psychologist and perhaps an adult psychologist.

I had a good time. Thanks.

I would like to comment on the excellent organization displayed in this Institute. I'm sure a great deal of time and labor have been expended.

A very interesting two weeks. I've learned a lot during this course and am looking forward to the additional sessions.

We should have had more professional speakers, e.g., school or clinical psychologists. Also more opportunity to pursue activities we feel will help our stress with some structure for Institute purposes. Peggy needs help on improving public speaking and selection of adult activities. I admire her effort, but she needs to be less "preachy."

I enjoyed the Institute very much, and I learned a great deal. But it's still frustrating because a lot of the things we can't do at Holland because of some things.

I became frustrated at times when good ideas were presented that I know won't happen in our building. I feel we're fighting a losing battle in trying to improve school climate at Holland.

Monday, September 29th

Item	% Responses 6	5	4	3	2	1	$\bar{X}$
1. Ms. DuShane's follow-up presentation was interesting.	30.2	46.2	22.0	1.6	-	-	5.05
2. The stress follow-up activities were worthwhile.	29.3	40.5	21.9	8.6	1.7	-	4.95
3. Follow-up sessions are conveniently scheduled.	16.5	49.2	27.5	8.6	6.4	1.8	4.95

Monday, October 6th
and Monday, October 13th

Item	% Responses 6	5	4	3	2	1	$\bar{X}$
1. Mr. Prentiss' presentation about school discipline was informative and interesting.	46.3	29.3	22.0	2.4	-	-	5.20
2. Mr. Dais' presentation about school discipline was informative and interesting.	30.8	38.4	28.2	2.6	-	-	4.97
3. I understand what is expected for the remaining written assignments (Implementation Activity reports).	16.3	48.3	20.9	7.0	7.0	-	4.60
4. If given an opportunity to do so, I would make change(s) in the school district's discipline policies.	-	26.3	36.8	10.5	23.8	2.6	3.61
5. The building group School Climate Implementation Activity reports were interesting and informative.	25.0	34.1	34.1	4.5	2.3	-	4.75
6. Dr. Carroll's presentation was interesting and informative.	77.3	15.9	6.8	-	-	-	5.70
7. I do not feel overly uncomfortable about making a home visit in connection with the "disruptive student" Implementation Activity.	14.0	18.6	14.0	14.0	9.3	30.1	3.23

Monday, October 20th
and Monday, October 27th

Item	% Responses 6	5	4	3	2	1	$\bar{X}$
1. Dr. Wendt's presentation was informative and worthwhile.	16.2	27.0	37.8	5.4	10.8	2.8	4.24
2. Dr. Wendt's checklist of data areas for a home visitation will be useful.	14.3	40.0	25.7	11.4	8.6	-	4.40
3. I am confident about my ability to conduct a home visit.	16.3	29.3	22.0	5.2	15.1	12.1	3.90
4. I already have conducted a home visit as a part of the Institute implementation activity.	15.5	6.2	9.5	18.2	19.8	30.8	2.85
5. The dialog with Mrs. Smith and the Teacher Corps Community Council members was effective.	37.5	47.5	10.0	5.0	-	-	5.18

Appendix B

TEACHER INSTITUTE SCHOOL CLIMATE AND TEACHER STRESS

University of Toledo - Springfield Local Schools

Summer 1980

This instrument is designed to obtain your perceptions regarding the two weeks of your Ohio Teacher Institute. Please respond to all items as best as you can. Please do not omit any items if you can possibly help it. Your responses will help us plan meaningful activities for the Fall followup.

Directions: A variety of topics have been covered during the first two weeks of the institute. Please indicate the extent to which these topics were covered. Check one response for each item.

Topic	Does not need more Attention	FOR ADDITIONAL PLANNING: Needs Some Attention	Needs a Great Deal of Attention
1. Stress and teacher self concept.	28	21	1
2. Social change and education	11	33	6
3. General school climate	13	19	17
4. Discipline strategies	3	22	25
5. Teacher's work style	13	31	5
6. Values clarification	26	20	2
7. Teacher's time management	16	26	8
8. Teacher decision-making	13	28	7
9. Communication styles	9	29	12
10. Community analysis	17	24	7
11. Nature of stress	43	4	3
12. Strategies for developing supportive relationships	25	20	5
13. Reallzing performance expectations	15	28	5
14. Teacher stress and student stress	26	21	3
15. Sources of stress	40	5	3
16. Wholistic Health	30	18	2
17. Professional growth needs	19	22	9
18. Strategies for coping with stress	23	22	5

It is hoped that many of these topics will have application in your professional life. How would you assess the application level of the institute?

19.
43 ☒ Very high application
7 ☒ Somewhat useful
☐ Limited
☐ No application whatsoever

20. Please rate the extent to which the summer program was organized.

35 ☒ Excellent
14 ☒ Good
1 ☒ Fair
☐ Poor

21. Please rate the instruction during the summer program.

33 ☒ Excellent
15 ☒ Good
2 ☒ Fair
☐ Poor

22. List the three most useful topics.

a. Elements of School Climate (Noli) - 36

b. Teacher Stress and Student Stress (McCarthy) - 31

c. Self Concept and Stress (Ahern) - 17
d. Time Management (Pollock) - 13

23. List the three least useful topics.

a. Stages of Professional Growth--The Onion Construct (DeBruin) - 32

b. Making Home Visits (Wysong) - 15

c.

24. I understand how my work will be evaluated. 31 ☐ Yes 5 ☐ No 14 ☐ Don't Know

25. Rate the institute overall.

37 ☒ Excellent
11 ☒ Good
1 ☒ Fair
☐ Poor

Discussion

Evaluation instruments were given to institute participants (N=50) on the morning of the last day of the second intensive week of instruction during the summer. The tabulation of results is expected to be used by the institute director and staff in planning the Fall program.

The instrument used for the summer evaluation was developed by the evaluator after reviewing the institute proposal. Particular emphasis was given to program objectives. The institute director was provided the opportunity to examine the instrument and offer suggestions. A few changes were suggested and accepted.

The results of the survey indicated a high level of satisfaction with the institute program. Participants have been well schooled in the various dimensions of stress (items 1, 11, 26, 40). Only three topics (items 1, 2, 4, 9) relating to school discipline, climate and communication need "a great deal of attention." Since all three might be interrelated a theme for the Fall might well be developed. The remainder of items suggest "some attention," particularly social change study.

The participants indicated a high level of satisfaction with organization, instruction and the application of the concepts to professional life. Twenty-eight percent (N=14) of the participants appear uninformed relative to how their academic work will be evaluated.

Open-ended items (22, 23) received a wide range of responses. However, the participants were able to identify those topics which they felt were "useful" or "least useful." The dominant choices were obvious.

It would be an unfortunate oversight if a comment was not made regarding the clever syllabus made available to each participant. It was carefully designed and quite creative. Furthermore, the schedule was followed!

The first two weeks of the institute have been excellent. The evaluator feels that the Fall follow-up will provide a continuation of a fine beginning.

Edward J. Nussel
Evaluator

EJN/pg

cc: Drs. Gress, Wiersma, Nussel

Final Report
Teacher Institute - 1980
School Climate and Teacher Stress
University of Toledo - Springfield Local Schools

Discussion

The final evaluation of the institute was held on the evening of October 27, 1980, which was the last session of the group. An evaluation instrument was administered to all participants present (N=44).

The instrument was developed based on the results of the summer evaluation and the objectives of the original proposal. Items were discussed with the institute director and he was invited to offer suggestions. A few changes were recommended and accepted. Participants were asked to respond to follow-up activities as well as offer their perceptions of the entire institute.

In respect to follow-up sessions, a majority of participants indicated "excellent" or "good" responses to all items. The next section asked about implementation activities. Approximately 80 percent of the participants were especially satisfied that their activities were both "practial" and "academically sound."

The results of the final evaluation indicate stronger participant satisfaction with the entire institute program than when the follow-up was examined separately. At least 80 percent of the participants agreed that the long term results of the institute would be beneficial to them as teachers, would lead to a less stressful school climate and improve the entire system. In fact, only one participant was negative on the third point although a few were "not sure."

Three general items were related to organization, instruction and a final overall rating of the institute. In all cases, favorable reaction was close to 90 percent.

Open ended comments were directed at "strong points" and "weak points" of the institute. Of the thirty-three (75%) participants who responded, over half praised the excellent speakers especially Pam Noli. Time inconvenience and dissatisfaction with content were mentioned as negative factors in the follow-up.

Conclusion

A vast majority of participants reported satisfaction with the entire institute. The summer session appeared to be more satisfying than the follow-up sessions but both received "high marks." Questions relating to discipline particularly during the follow-up suggest that the school system needs to carefully examine discipline policies (items 2, 3, 5). Otherwise, it would appear that Springfield Local Schools are on their way to developing a less stressful school climate.

Edward J. Nussel
Evaluator

TEACHER INSTITUTE SCHOOL CLIMATE AND TEACHER STRESS

University of Toledo - Springfield Local Schools
Fall 1980

This instrument is designed to obtain your perceptions regarding the Ohio Teacher Institute. Please respond to all items as best as you can. Please do not omit any items if you can possibly help it.

During the Fall follow-up, a number of topics were presented. Please indicate how the coverage of these topics contributed to meeting institute objectives.

	Excellent	Good	Fair	Poor	Don't Know	
1. Coping with teacher stress	7/15.9%	21/47.7	12/27.2	4/9.0	0	= 99.8
2. School discipline	4/9.0%	24/54.5	14/31.8	1/2.2	1/2.2	= 99.7
3. Discipline and individual differences	6/13.6%	23/52.2	14/31.8	1/2.2	0	= 99.8
4. Home visits	5/11.3%	21/47.7	13/29.5	2/4.5	3/6.8	= 99.8
5. School discipline policy	2/4.5%	22/50.0	20/45.4	0	0	= 99.9

Please react to the following statements.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
The implementation activities which I constructed:						
6. were very practical.	10/22.7%	25/56.8	7/15.9	1/2.2	1/2.2	= 99.8
7. were academically sound.	8/18.1%	28/63.6	8/18.1	0	0	= 99.8
8. were subject to a reasonable evaluation by our instructor.	8/18.1%	23/52.2	13/29.5	0	0	= 99.8

Please evaluate long-term results of the institute in Springfield Local Schools.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
9. The institute should help me to be a better teacher.	11/25.0%	27/61.3	6/13.6	0	0	= 99.9
10. My school should have a less stressful climate.	11/25.0%	24/54.5	9/20.4	0	0	= 99.9
11. Our entire system should improve for the better.	11/25.0%	26/59.0	9/20.4	1/2.2	0	= 99.7

Note: The following items relate to the entire institute, Summer and Fall.

12. Please rate the extent to which the entire program was organized.

☐ Excellent	20 =	45.4
☐ Good	21 =	47.7
☐ Fair	2 =	4.5
☐ Poor	1 =	2.2
	44	99.8

13. Please rate the instruction during the entire program.

☐ Excellent	13 =	29.5
☐ Good	27 =	61.3
☐ Fair	4 =	9.0
☐ Poor	0 =	0
	44	99.8

33 = 75% Made Comments

14. Please indicate any strong point(s) of the institute.

Excellent speakers	19 =	57.6
Esp. Noli	13 =	39.4
Esp. Carroll	3 =	9.1
Comradeship	8 =	24.2
Organization	3 =	9.1

15. Please indicate any weak point(s) of the institute.

Time was inconvenient	8 =	24.2
Content - "Busy Work," "re-hash"	9 =	27.3

16. Rate the institute overall.

☐ Excellent	15 =	34.0
☐ Good	26 =	59.0
☐ Fair	3 =	6.8
☐ Poor	0 =	0
	44	99.8

Participant Name (please print)

Ohio Teacher Institute:
School Climate & Teacher Stress

Implementation Activity No. 1:
Coping with Personal Stress

Stress Situation

Identify a persistent stress which you experience, i.e., a situation or behavior with which you don't cope well:

Belief System

After examination, identify the thing(s) which you believe about yourself or others which may cause the stress you are feeling:

Coping Strategy

Identify a strategy for coping with the stress you've identified and some schedule for using it:

Due Date: June 27, 1980

Signature

Feedback Log

Make a record of the results of your attempts to utilize the coping strategy you've developed:

Date	Entry

3.

Due Date: October 6th

_____ Ohio Teacher Institute:
School Name (please print) School Climate and Teacher Stres

Implementation Activity No. 2:
Plan To Improve School Climate

Problem

Summarize details of the element(s) of school climate (affective dimension) which will be addressed:

Improvement Strategy

Signatures of Participants:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Due Date: June 27, 1980

Feedback and Refinement

Make a record of consequences of initial implementation of the improvement strategy (feedback) and of consequent plan(s) for altering the strategy (refinement):

Due Date: October 6th

Participant Name (please print)

Ohio Teacher Institute:
School Climate and Teacher Stres

Implementation Acitvity No. 3:
Lesson/Activity Plan to Improve
School Climate/Student Self-Concept

Objective(s)

Identify the specific objectives which the planned activities are intended to achieve:

Activities

Detail planned activities, including date(s) and identified resources/materials:

Evaluation

Specify evaluation scheme:

Signature

Due Date: August 8, 1980

Observations

Make a record of the outcome(s) of the planned activities and your interpretation of them:

Due Date: October 13th

Participant Name (please pring)

Implementation Activity No. 4:
Plan for Working with Individual Student

Student and Problem

Identify a student and his/her specific behavior(s) which are disruptive and problematic for you, including the student's own perceptions:

"Case Study"

Make a record of any background information available to you from colleagues or school records:

Due Date: 1st Autumn Session

Implementation Activities No. 4

"Home Visit"

Make a record of the date and findings of your visit to the student's home to discuss your problem with his/her parents/guardians:

Contract

Briefly, outline the agreement(s) for changing the student's behavior which you, the student, and his/her parents make, including consequences for each:

Observations

Make a record of the outcome(s) of the contract and your interpretation of them:

Due Dates: 5th Autumn Session

Ohio Teacher Institute:

"School Climate and Teacher Stress"

Implementation Activities Feedback

Participant Name _____

No. 1, "Coping With Personal Stress"

No. 2, "Plan To Improve School Climate"

No. 3, "...Plan to Improve...Self-Concept"

No. 4, "Plan for Working with Individual Student"

_____
James R. Gress
Director

Ohio Teacher Institute:
SCHOOL CLIMATE AND TEACHER STRESS

Springfield High School
Fall Follow-up Sessions

Rationale and Objectives

Follow-up sessions are designed to facilitate continuing implementation of individual and group plans for addressing identified elements of school climate and teacher stress at four levels: (1) the individual professional, (2) the school arena, (3) the classroom, and (4) the individual student. Implementation of these plans will effectively address Institute Objectives identified in the Summer Program.

Monday, September 29th

6:30-7:00 Institute Review and Fall Overview:

James R. Gress, Institute Director
The University of Toledo

7:00-9:00 (with break) "Coping with Teacher Stress --A Review of Progress"

Judy DuShane, Consultant
Lucas County School Office

Monday, October 6th

6:30-7:00 "School Discipline--A Review of Student and Community Perceptions"

Jim Gress

7:00-8:00 "Changes in School Discipline ...the High School"

Donald C. Prentiss, Principal
Springfield High School

"...the Junior High"

W. Fred Dais, Principal
Springfield Junior High School

8:00-8:15 Break

8:15-8:45 "Improving School Climate --Building Implementation Plans"

Building Group Spokespersons

8:45-9:00 Wrap-Up

Monday, October 13th

6:30-7:00 "Improving School Climate --Classroom Affect"

Jim Gress

7:00-8:00 "School Climate, Student Affect, and Individual Differences"

Martha E. Carroll
Department of Special Education
The University of Toledo

8:00-8:15 Break

8:15-9:00 Group Activities

Monday, October 20th

7:00-7:15 "Home Visits--A Review"

Jim Gress

7:15-9:00 (with break) "Working with Parents ...

Robert N. Wendt
Department of Guidance and Counselor Education
The University of Toledo

Monday, October 27th

6:00-7:45 Community Panel Discussion:

"School Discipline: A Home-School Model"

7:45-8:00 Break

8:00-8:20 External Evaluation

Edward J. Nussel, Associate Dean
College of Education
The University of Toledo

8:20-9:00 Recommendations and Wrap-up

Fall Assignments

Institute participants will complete each of the assigned Implementation Activities and submit the identified written report as follows:

1. Implementation Activity No. 1:
   "Coping with Personal Stress"

   Each participant will report progress and complete and submit the "Feedback Log" section of the written report.

   Written report due: October 13th

2. Implementation Activity No. 2:
   "Plan to Improve School Climate"

   Teacher and administrator participant groups in each building will report progress orally in class and complete and submit the "Feedback and Refinement" section of the written report. Other participants will carry out planned activities.

   Due date: October 20th

3. Implementation Activity No. 3:
   "Lesson/Activity Plan to Improve School Climate/Student Self-Concept"

   Each participant will complete and submit the "Observations" section of the written report.

   Due date: October 27th

4. Implementation Activity No. 4:
   "Plan for Working with Individual Student"

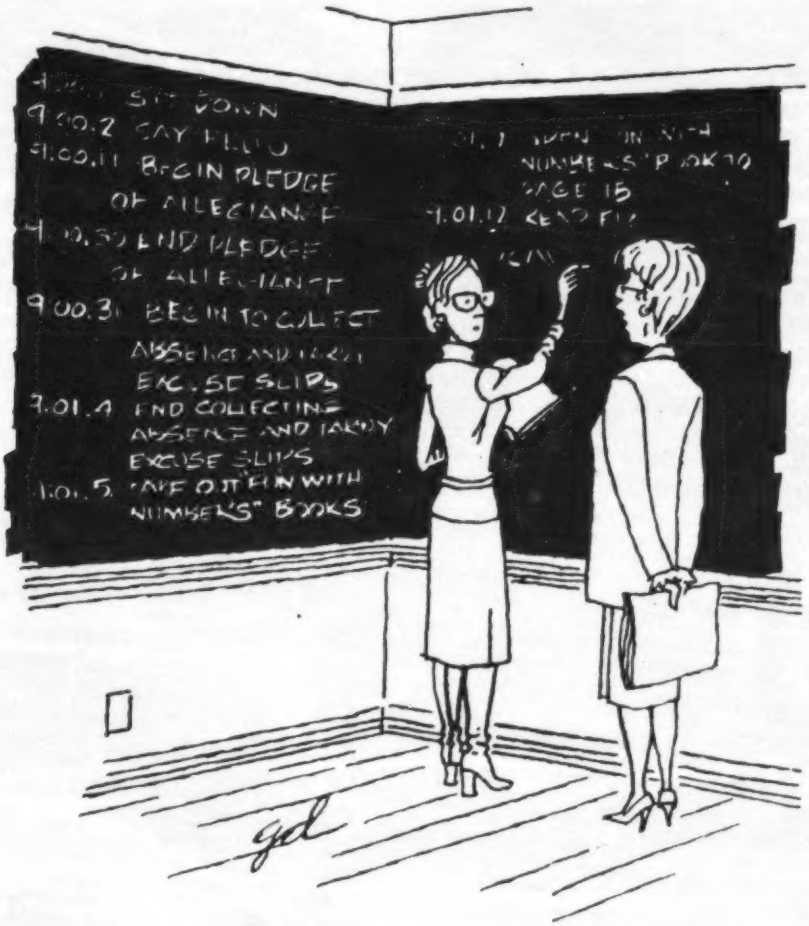
   Each teacher participant will identify a disruptive student, investigate his/her background and environment, including a home visit, and construct and execute a contract involving udent, parent/guardian and teacher endorsement and activity. Each non-teacher participant will facilitate teacher participants' success in the above.

   Written report due: Part I -- October 27th
   Part II-- December 1st

Participant Evaluation

Each participant will be evaluated on the basis of involvement in follow-up session activities as well as his/her execution and reporting of Implementation Activities to assess achievement of specified Institute Objectives.

"It's always something. Now they claim the surroundings are so beautiful, they can't keep their minds on their work."



"And then, of course, there's the possibility of being just the slightest bit too organized."

The University of Toledo/Springfield Local Schools
Ohio Teacher Institute:
SCHOOL CLIMATE AND TEACHER STRESS

and
Springfield Local Schools
Lucas County

Monday, November 10th

Welcome	George E. Tombaugh Superintendent
Introductions	James R. Gress Institute Director
Presentation	Pamela Noli, Principal Howard Elementary School Madera, California
Institute Reports	Irene Daniels Springfield High School
	LaVon D. Brillhart Springfield Junior High
	Paul B. Smith Crissey Elementary
	Rita Gibson Dorr St. Elementary
	Terri Schultz Holland Elementary
	Bonnie Spiess Guidance Services
	Denise Lemerand Teacher Corps Interns
	Claire L. Jacobi Director of Instruction and Personnel

Tuesday, November 11th

9:00-10:00	Springfield High School
10:15-11:15	Springfield Junior High School
11:30-12:30	Dorr St. Elementary School
1:00-2:00	Crissey Elementary School
2:00-3:30	Holland Elementary School